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EDU 221

MI reflections

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Chapter 1

Chapter 1 provides an introduction to the 8 multiple intelligences first described by psychologist Howard Gardner. His idea focused on solving problems and creating new ideas using any number of the 8 intelligences. He expanded on the constricted idea of determining intelligence with one test producing one number, IQ. The 8 intelligences Gardner described include, naturalist, intrapersonal, interpersonal, musical, bodily-kinesthetic, spatial, logical-mathematical and linguistic. He determined these 8 by creating a set of standards or criteria, requiring all 8 intelligences to meet the conditions. The theory of multiple intelligences can be used to explain the different methods individuals utilize to produce new ideas and to solve issues or problems. Everyone will have their own unique methods but these methods usually fall into one or more of 8 the MIs. All 8 intelligences are present in everyone but the range of which people have developed and progressed in their expression of each one varies from person to person.

Being aware of all 8 MIs will be helpful when creating and implementing lessons in my future classroom. I imagine trying to think of different teaching methods and projects that incorporate more MIs then the 1 or 2 I am drawn to and have developed more than the others. Not only will this help engage, involve and include more students in my class but will challenge me to grow and improve as a teacher. By becoming more aware of the 8 MIs I may develop other areas of intelligence in myself, which will only expand my skills as an educator.

Chapter 2

In order to effectively utilize the MI theory in classrooms the educator must have experimented with their own MIs. Discovering which areas are developed and looking for other intelligences that could use further growth is the first step. A suggestion offered was to ask others for suggestions on how to incorporate more of the intelligences in class work. The two most accessible resources described in this chapter were colleagues and students. Colleagues can be used to team teach in an intelligence area that the class teacher may still need to grow. Asking students that have exhibited higher development in one intelligence area was another suggestion offered. Many factors can play into the growth or suppression of intelligences such as environment, genetics, and resources to intelligences, historical or cultural factors, family or simply different personal experiences

This chapter took a more introspective approach for me; it caused me to look into what I could improve upon to make my future classroom and lessons appealing and inclusive to all students. Examining my development of the different intelligences might drive how I continue my education both professionally and personally. For example I know my musical intelligence is less developed than my bodily-kinesthetic intelligence, so I should focus on how I can bring music into my classroom or I could take piano lessons to improve upon this intelligence. I think that if I improved upon one of the intelligences personally it would spill over into my professional life. One blaring example of this, my content area, I practice healthy habits personally which is one reason I become interested in this subject in the first place.

Chapter 3

Even though students have all 8 intelligences they all show tendencies towards certain ones at early ages. It is advantageous for the teacher to identify student’s intelligences to better understand how students learn and to assist in lesson planning. There is no singe way to identify intelligences. Assessing student’s intelligence is qualitative and comprehensive and should be an ongoing process as students change and grow during the school year. By simply observing students and making notes of their behaviors, habits and actions is a good method to start with for identifying student’s intelligences. This chapter gave other examples to further investigate, such as gathering information through school records or using pictures taken during class activities. Discover what students do outside your classroom, find out their hobbies or extracurricular activities, by simply asking other teachers or parents or even the students themselves.

There is much to be learned and gained from really, thoroughly getting to know and understand students. I did not consider this factor as in depth before reading this chapter. I am appreciative that students as individuals are placed so highly in the education process. After reading this chapter I want to be given the opportunity to observe all my students for at least a week before I actually do any instruction! I know this would not be feasible, but planning for how intelligence identification will take place in my classroom will now be included on my ‘to-do’ list.

Chapter 4

Explaining the MI theory to students is highly recommended. Not only can it be done in a simple way, so simple that younger grades will understand, but it can also be a valuable tool for students as they grow into young professionals beyond school. This chapter put emphasis on focusing on the fact that everyone has all 8 intelligences, so students do not get frustrated and give up simply because they are less developed in one area. Examples of how to introduce the MI theory and different activities that can be done with this topic were explained in this chapter. A few examples include, field trips, career day, biographies, readings and different classroom activities. By teaching MI theory using all 8 intelligences will help students understand the concepts through demonstration.

As a future health teacher, I thoroughly enjoyed this chapter. The idea of teaching students about themselves, teaching them to evaluate themselves is a great topic for mental health. I would definitely use this topic in a health class for any grade level. The examples of activities for teaching MI theory were very helpful. The career day section reflected to my ideas regarding how to keep students engaged, because this is a method of connecting school and learning to the real world. Using biographies to highlight famous people and their strengths in certain intelligences give students role

models or someone to strive to emulate. This chapter was very helpful in giving suggestions and ideas of activities I could use in a health class that is not specific to nutrition and exercise.

Chapter 10

Integrating the MI theory and assessment can be done successfully. Chapter 10 concentrated on combining the MI theory and assessment. The traditional method of assessment, paper and pencil, question and answer, can be used but it will not provide the teacher with well-rounded evidence of student mastery. Using MI during the assessment process will allow students to express their competency of the subject in a variety of ways. If a is student is not strong in the linguist intelligence they will not be able to articulate their understanding in an essay, but may be able to express their understanding in a different method, creating an interpretive dance (kinesthetic) or by singing a song (musical). One example of assessment using multiple intelligences mentioned in this chapter was to have the students create an MI portfolio. MI portfolios allow students to exhibit evidence of comprehension in a variety of ways. This will also show the teacher the student’s knowledge and skills and provide ample evidence of mastery.

Creating MI portfolios that display student’s work in a variety of intelligences will be used in my classroom. Showing off student’s talents and abilities should be a priority. Developing areas in which students are skilled appeals to students and keeps them engaged in schoolwork. Also, by incorporating all 8 MIs in the portfolios will enable students to have the opportunity to develop other MIs that they may not be as developed in. Using other MIs will only enhance their overall learning and growth. I think that by assessing students knowledge in a variety of ways will benefit the teachers understanding and appreciation for all her students. If teachers expect all students to excel at one specific task many talented students will not be able to showcase their abilities.